



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module - Problem solving

Method – Decision simulation

Class activities



Module 4 – Problem Solving

Class activity 1. - Navigating Real-Life Decisions

Related method: Decision Simulation

Target group

Age – 25-55

Gender – All

Level of studies – Adult educators (coaches, trainers, facilitators)

Status – Employed or actively engaged in training roles

Fewer opportunities – May include educators from under-resourced or rural areas who face limited access to professional development. This activity helps adult educators practice critical decision-making skills by simulating real-life scenarios they may face in training environments, promoting reflective and adaptive thinking.

Learning outcomes

After finalising this activity, learner will be able to:

- Develop critical thinking and problem-solving skills in real-world training contexts
- Enhance ability to analyse multiple options and consequences before making decisions
- Improve communication and collaboration by discussing decision outcomes with peers

Duration

60 minutes

Materials and resources

Printed scenario cards with decision dilemmas, Flipcharts or whiteboard for group discussion, Markers, pens, and notepads, A classroom or breakout space for small group work



Activity description

Participants are presented with realistic training-related dilemmas through scenario cards. Working in small groups, they simulate decision-making processes, evaluate consequences, and discuss alternative strategies. This immersive approach supports development of soft skills such as critical thinking, teamwork, and adaptability.

Detailed Implementation Steps

Introduction

Briefly explain the importance of decision-making in adult education.

Introduce the simulation format and set expectations for active participation.

Main activity

Divide participants into small groups (3-5 people).

Distribute scenario cards presenting challenging situations (e.g., managing learner conflicts, adapting training to diverse needs).

Groups discuss possible actions, predict outcomes, and select a course of action.

Each group presents their decision and rationale to the whole class.

Facilitate a group discussion comparing different approaches and lessons learned.

Conclusion and reflection

Summarise key decision-making strategies identified during discussions.

Invite participants to reflect on how these skills can be applied in their own practice.

Highlight connections to targeted soft skills like critical thinking and collaboration.

Assessment / Evaluation Method

Observation of group interactions and participation

Group presentations demonstrating reasoning behind decisions

Facilitated reflection and self-evaluation through guided questions:

What were the main challenges in the scenario your group discussed?

Which alternative solutions did you consider, and why did you choose the final one?

Can you identify any potential risks or consequences of your chosen decision?

How did your group evaluate the possible outcomes before making a decision?

What information or perspectives helped you make a more informed decision?



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How did your group handle disagreements or different opinions during the discussion?

What strategies did you use to ensure everyone's voice was heard?

How can you apply the decision-making process you practiced today to your own training sessions?

Which soft skills did you find most useful during this activity, and why?

Adaptation Tips

For beginners, use simpler scenarios with fewer variables.

For advanced groups, include more complex dilemmas requiring negotiation and compromise.

Can be adapted for online delivery via breakout rooms and digital scenario cards.

Modify scenarios to reflect specific cultural or institutional contexts of participants.

Module 4 – Problem Solving

Class activity 2. - Crisis Management Simulation

Related method: Decision Simulation

Target group

Age – 25-55

Gender – All

Level of studies – Adult educators, trainers, and facilitators

Status – Employed or active in training roles

Fewer opportunities – This activity is particularly useful for those in regions prone to disruptions or limited resources. This activity simulates crisis situations within training environments, helping participants practice calm, strategic decision-making under pressure.

Learning outcomes

After finalising this activity, learner will be able to:

- Enhance ability to assess and respond to unexpected crises
- Build teamwork and leadership skills in high-stress scenarios
- Develop contingency planning and rapid problem-solving abilities

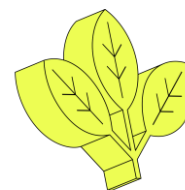
Duration

90 minutes

Materials and resources

Crisis scenario descriptions (e.g., sudden tech failure, conflict outbreak), Timer or stopwatch, Flipchart or whiteboard for recording decisions, Space for group collaboration

Activity description



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Participants are placed in groups facing an urgent training-related crisis. They must quickly analyse the situation, prioritise actions, and agree on a response plan. This sharpens decision-making skills in stressful conditions.

Detailed Implementation Steps

Introduction

Discuss the importance of crisis preparedness in adult education.

Introduce the simulation format and stress management tips.

Main activity

Assign groups different crisis scenarios.

Groups discuss and decide on immediate steps and long-term strategies within a time limit.

Groups present their crisis management plan and rationale.

Conclusion and reflection

Debrief on decision-making challenges and stress factors.

Reflect on personal and group responses, highlighting successful strategies..

Assessment / Evaluation Method

Observation of group dynamics and decision speed

Quality and feasibility of crisis response plans

Participant self-evaluation of stress management and teamwork

The facilitator can ask the following questions:

What were the immediate priorities your group identified in the crisis scenario?

How did your group manage time and stress during the decision-making process?

Which communication strategies did you use to coordinate effectively?

How did your group plan for both short-term response and long-term recovery?

Adaptation Tips

Adjust crisis complexity based on participant experience.

For online sessions, use breakout rooms and digital timers.

Incorporate real past crises for relevance and authenticity.

Module 4 – Problem Solving

Class activity 3. - Ethical Dilemmas in Training

Related method: Decision Simulation

Target group

Age – 25-55

Gender – All

Level of studies – Adult educators (coaches, trainers, facilitators)

Status – Employed or actively engaged in training roles

Fewer opportunities – May include educators working in under-resourced or diverse cultural environments. This activity engages participants in exploring ethical challenges common in adult education, encouraging reflection and principled decision-making.

Learning outcomes

After finalising this activity, learner will be able to:

- Recognise and analyse ethical issues in educational settings
- Develop strategies to resolve dilemmas while respecting diverse values
- Strengthen ethical reasoning and professional integrity

Duration

75 minutes

Materials and resources

Scenario cards presenting ethical dilemmas, Flipchart or whiteboard, Markers and note-taking materials, Space for small group discussions

Activity description

Participants analyse ethically challenging situations through role-play and discussion. By simulating the decision-making process in ethically complex contexts, they develop moral reasoning and practical strategies for adult education.



Detailed Implementation Steps

Introduction

Present an overview of ethics in adult education.

Explain the importance of addressing ethical dilemmas and the decision simulation process.

Main activity

Form small groups and distribute ethical dilemma scenarios.

Groups discuss the dilemma, possible actions, and consequences, then decide on the best course.

Each group role-plays the scenario outcome or presents their decision and reasoning.

Conclusion and reflection

Facilitate a plenary discussion about the complexity of ethical decisions.

Encourage participants to share personal experiences and lessons learned..

Assessment / Evaluation Method

Observation of group reasoning and ethical considerations

Role-play effectiveness and clarity of decision rationale

Reflective discussions and self-assessment of ethical understanding using the following questions:

What ethical principles were most relevant to the dilemma your group discussed?

How did your group balance competing values or interests in reaching a decision?

Were there any alternative solutions you considered but ultimately rejected? Why?

How can you apply ethical decision-making frameworks in your own training practice?

How did the role-play help you understand different perspectives in ethical conflicts?

Adaptation Tips

Simplify scenarios for less experienced groups.

Incorporate local cultural or institutional ethics for relevance.

Use anonymous polling tools for sensitive ethical questions in online settings.